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ABSTRACT

The result of a move in the State of New Jersey to establish a common core of knowledge and skills in specified high school courses, this paper presents the core course proficiencies for English courses students take to meet high school graduation requirements in English (Language Arts). The paper first briefly discusses the background, purpose, and process of New Jersey's core proficiencies. It then presents the English (Language Arts) core course proficiencies, first listing all 11 (with their subsets), followed by an individual presentation of each one, with a brief explanation and a discussion of suggested applications and thinking skills. (SR)

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CORE COURSE PROFICIENCIES:

English (Language Arts)

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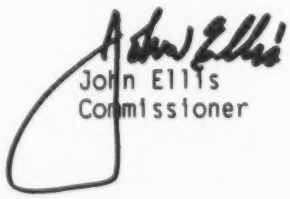
FOREWORD

New Jersey public education is increasingly dedicated to ensuring that all students have access to a quality education, one that will prepare them to be effective and productive citizens. To ensure this quality and students' access to the essential knowledge and skills, regardless of where our young people reside, educators from all parts of the state have worked collaboratively to identify core course proficiencies in those social studies and English courses students take to meet the high school graduation requirements.

The Core Course Proficiencies initiative is an outgrowth of the recommendations from two study panels convened during the past five years: one to review and revise high school graduation requirements, and the other to consider the need for and impact of establishing a common core of knowledge and skills in specified high school courses. Both panels identified the need for a common core in the content areas; both identified a need to upgrade the high school curriculum; and both stressed concern for assuring equity in education for all New Jersey students. The Core Course Proficiencies initiative meets these three concerns.

Included within the initiative is an exhaustive five-year plan to convene panels of outstanding educators in each of the specified courses in order to identify proficiencies in their respective subject areas. The English (Language Arts) panel with input from local educators across the state, has developed core course proficiencies for four years of high school English. These proficiencies are but a first step toward building a stronger curriculum and ensuring equity for all students.

Local boards of education are required to incorporate these core course proficiencies into the curricula. All students can learn these core course proficiencies. It is up to New Jersey educators to provide learning opportunities that will enable them to do so.



John Ellis
Commissioner

CORE COURSE PROFICIENCIES

English (Language Arts) Panel

Martha Palmere, Co-chair	West Windsor-Plainsboro Regional
Elaine Wallenburg, Co-chair	Laurel Springs
Lynne Basner	Greater Egg Harbor Regional
Patricia Brown	Camden County Vocational
Lynn Carhart	Neptune Township
Jan Carlsson-Bull	The Partnership for NJ
Charles Collins	New Brunswick
Karen Conant	New Jersey Parent Teachers Association
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Princess Towe	Newark
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NEW JERSEY'S CORE COURSE PROFICIENCES

Background

In May, 1980, a statewide committee studying high school graduation requirements recommended that the establishment of student proficiencies for each course and the continuous upgrading of proficiencies be studied. Responding to that recommendation, a Statewide Panel on High School Proficiencies, appointed by the Commissioner of Education, studied the issues of proficiencies: how they should be developed and assessed and what their impact would be. In light of the panel's findings, which were reported in December, 1987, the Commissioner presented recommendations to the State Board of Education in June, 1988. These recommendations included establishing core proficiencies statewide for those courses most students take to meet the State Board of Education curriculum requirements for graduation in New Jersey. The proficiencies were to be identified by panels of outstanding professionals in each of the identified content areas through curriculum convocations and school-district review. The Core Course Proficiencies initiative was adopted by the State Board of Education at its May, 1989, meeting.

Purpose

The purpose of the Core Course Proficiencies initiative is to ensure that all students, regardless of where they reside, have equal access to the fundamental knowledge and skills critical to achieving success. From district to district, New Jersey students must meet the same course and credit requirements in: English; mathematics; science; social studies; fine, practical, and/or performing arts; career education; and physical, health, and safety education. Until the State Board of Education established the initiative in May, 1989, no consideration had been given to assure that students taking similar courses for high school graduation were acquiring the same essential core knowledge and skills.

Although the state sets the general requirements for graduation, determining the skills and knowledge that constitute proficiency in specific subjects has been left to individual districts; and standards vary widely. Such discrepancies can cheat students and undermine New Jersey's efforts to guarantee the quality of its diploma.

The expected outcomes of the New Jersey Core Course Proficiencies initiative are:

- Equity in education for all children.
- The identification of the essential knowledge and skills that students should master in those courses most students take to meet the high school graduation requirements.
- The upgrading of the high school curriculum across the state.

Feedback during all phases of the initiative has been extremely positive. Most participants in the eighteen-month identification process have indicated

that the development of core course proficiencies is critical for improving curriculum and "the right thing to do," At the heart of this effort has been and continues to be the involvement of dedicated educators, including content area teachers, administrators, and supervisors, as well as representatives from business and industry and from high education.

Process

In July, 1990, panels of outstanding educators in English and social studies (approximately 25 and 35 members respectively) met to identify core course proficiencies for three social studies courses (United States History I and II and World History/World Cultures) and for all courses offered within an English (language arts) program which students take to meet high school graduation requirements for English. Panel members included content area teachers, administrators, and supervisors, as well as representatives from business and industry and higher education.

During August, educators statewide were invited to attend two English and social studies convocations in order to review panel drafts of the proficiencies. The panel subsequently reconvened on October 15 to revise the proficiencies based on the input of the 250 educators who attended the August convocations. Approximately one half of the high school districts were then selected to review the English and one half to review the social studies proficiencies and to provide feedback on them. This feedback served as the basis for final revisions of the English and social studies proficiencies, which were presented to the State Board of Education for approval.

ENGLISH (LANGUAGE ARTS) CORE COURSE PROFICIENCIES

RATIONALE

An effective English (language arts) program empowers all students to learn, grow, and lead in our society as it faces the year 2000 and beyond. The English (language arts) Core Course Proficiencies seek to develop and integrate the five strands that are the acknowledged underpinnings of the body of knowledge and skills known as the English curriculum: listening, speaking, reading, writing, and viewing. Recent research emphasizes that learning is a recursive process, occurring in spiraling levels of complexity and depth while building upon the students' prior knowledge and experiences. Because of the very nature of this learning, English (language arts) instruction should be enhanced by a developmentally appropriate curriculum rather than divided, perhaps almost arbitrarily, into instruction in skills and types of literature.

The English (language arts) Core Course Proficiencies address the recursive nature of the learning process. The proficiencies have been designed to encourage students to encounter and interact with texts and communities that reflect our cultural diversity and to be vitally interactive in the communication process. **All** courses (whether required or elective) in an English (language arts) program must include **all** English Core Course Proficiencies each year to empower students.

INTRODUCTION

In developing the English (language arts) Core Course Proficiencies, the panel repeatedly emphasized the following concepts:

- All Core Course Proficiencies must be addressed each year in all English (language arts) courses required for graduation.
- The Core Course Proficiencies are all equally important.
- The proficiencies constitute a single standard, not a collection of separate or separable proficiencies. No part or group of pages should be removed from the whole and used in isolation.
- All proficiencies apply to each New Jersey high school student, not just to certain students or some schools.
- Content gives meaning to English (language arts) instruction. While literature imbues English (language arts) courses with a structure and focus, it is not the sole source of content.
- Vocabulary development should occur as an integral but natural consequence of a larger activity -- the study of literature, students' writing, fine arts, mythology, film, and so on.

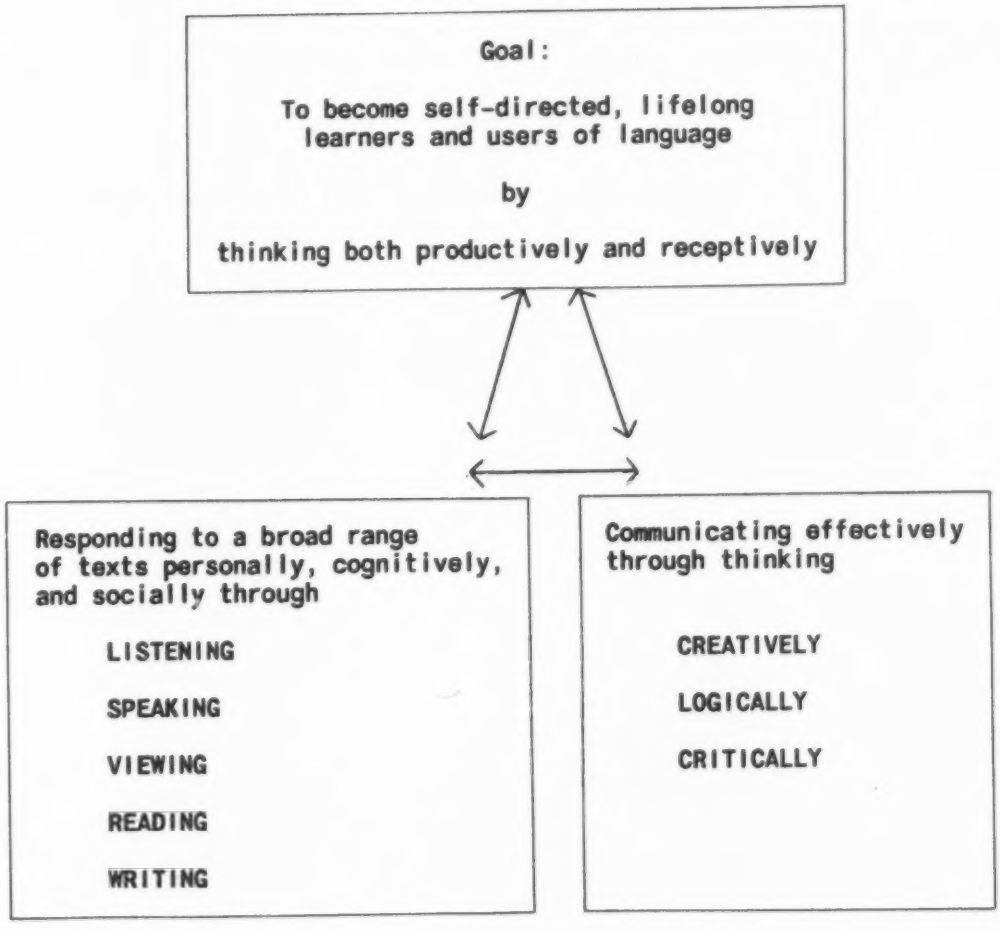
- Grammar, a part of speech and writing, should be studied in those contexts as an integral and natural consequence of a larger activity.

- Study skills are not specified as a proficiency. They are implied in the proficiencies and are a necessary part of academic learning.

- Thinking skills lie at the heart of every core course proficiency.

As part of its effort to frame a context for the English Core Course Proficiencies that is both theoretical and practical, the panel has included a brief discussion of suggested applications and thinking skills as these apply to each of the proficiencies. That discussion is presented in the second section of this document following the listing of the proficiencies.

All of the English (language arts) Core Course Proficiencies must be addressed in all English classrooms each year. The chart below demonstrates the interrelatedness of areas from which these proficiencies were developed.



ENGLISH (LANGUAGE ARTS) CORE COURSE PROFICIENCIES

Students will

1. Recognize the act and importance of listening:

   a) as receiving meaningful communication;

   b) as a source of information, a stimulus to imagination, creativity and the expression of these;

   c) as a form of entertainment and a source of enjoyment; and

   d) as an analytical operation of thinking in the listening process.

2. Organize, prepare, and present a spoken presentation clearly and expressively.

3. Collaborate by sharing ideas, examples, and insights productively and respectfully in informal conversation/discussion.

4. Recognize that reading has many purposes and demonstrate an ability to choose an approach appropriate to the text and purpose by

   a) recognizing that reading functions in their lives as a pleasurable activity as well as a means of developing knowledge and insight;

   b) learning to approach reading as a search for meaning;

   c) developing the necessary reading skills, including building an adequate and appropriate vocabulary, to comprehend material appearing in a variety of forms;*

* Grade 11 High School Proficiency Test (HSPT) Reading Cluster/Skill Correlations.

d) learning to read accurately making valid inferences;* and

e) learning to evaluate literature on the basis of personal response and literary quality.

5. Experience and respond to print and non-print media through active engagement with appropriate methods of analysis, interpretation, and evaluation.

6. Use research skills to access, interpret, and apply information from a variety of print and non-print sources by

a) gathering information through the effective interpretive use of print and non-print media;

b) comparing information available in print and non-print form while researching a given topic;

c) analyzing the effects of a given medium upon information gathered as part of the research of a given topic, including the particular biases of each source;

d) exploring diverse print, non-print, and technological forms of communication and the means by which these influence people; and

e) applying appropriate research forms for documentation.

7. Compose a variety of written responses for different purposes and audiences by*

a) using appropriate prewriting strategies;*

* Grade 11 High School Proficiency Test (HSPT) Reading Cluster/Skill Correlations.

b) using a variety of modes of discourse;*

These modes can be narrative, descriptive, expository, and persuasive/argumentative, as well as expressive, transactional, and poetic.

c) selecting an appropriate mode for a given writing situation;*

d) selecting an approach appropriate for the written message to be communicated;*

e) identifying and addressing appropriately a variety of audiences;*

f) writing for a variety of purposes;*

g) using an appropriate form for a writing situation;*

h) revising one's own and another's written text for content and organization;*

i) editing one's own and another's written text for grammar, usage, syntax, and mechanics that demonstrate standard English, as appropriate;*

j) producing a written product that effectively communicates the writer's intent;*

k) developing and enhancing vocabulary through writing;*

l) developing essential strategies for increasing vocabulary; and

m) recognizing the effects of word meanings on perception and behavior.*

8. Use a variety of technologies as a tool for learning.

* Grade 11 High School Proficiency Test (HSPT) Reading Cluster/Skill Correlations.

9. Use their language arts skills for decision making*, negotiating, and problem solving.*

10. Develop a better understanding of themselves, of others, and of the world through language and literature.

11. Read and respond to a broad range of literature by*

a) recognizing various types of literature;

b) recognizing elements of literature;

- plot*
- characterization*
- setting*
- theme*
- point of view
- style
- mood
- tone
- figurative language*

c) developing and enhancing vocabulary through literature;*

d) developing essential strategies for increasing and enriching vocabulary;

e) recognizing the effects of word meanings on perception and behavior;*

f) gaining literal information and making inferences from literature;*

g) reading and responding to literature critically;*

h) recognizing and responding to the commonality of literary forms throughout literature;

* Grade 11 High School Proficiency Test (HSPT) Reading Cluster/Skill Correlations.

i) recognizing recurring themes in literature;*

j) reading and recognizing major literary sources and literary movements; and

k) experiencing and responding to the influences of various cultures on thought, language, and literature.

* Grade 11 High School Proficiency Test (HSPT) Reading Cluster/Skill Correlations.

ENGLISH (LANGUAGE ARTS) CORE COURSE PROFICIENCIES

DISCUSSION

Students will

1. **Recognize the act and importance of listening:**

   a) **as receiving meaningful communication;**

   b) **as a source of information, a stimulus to imagination, creativity and the expression of these;**

   c) **as a form of entertainment and a source of enjoyment; and**

   d) **as an analytical operation of thinking in the listening process.**

The process of listening is an active one. Active listeners need to be attentive, responsive, analytical, and creative in order to participate in conversations and discussions.

SUGGESTED APPLICATIONS

Active listening must take place in all English courses. Examples of active listening include but are not limited to the following:

- dialogues
- debates
- speeches
- texts
- sounds
- news broadcasts
- one's own expressions of thought
- group discussion
- narrations
- musical presentations
- dramatizations
- comedy routines

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In English I and II, students should listen to and respect peer comments in large or small group exercises. In English III and IV, students should listen to and respect divergent points of view. All English courses can use themes and patterns in the arts to generate writing that expresses creative ideas.

THINKING SKILLS

Students will recognize listening as a process of attending to the sender's intent, construing and filtering meanings, and translating messages for their own purposes. Logical thinking and critical thinking occur as students listen. Active listening -- clarifying, evaluating, acquiring information, discerning nuances, and sensing pleasure -- is essential in creating a balance in communication. Listening utilizes all mental faculties and aids special interaction among them.

The following are examples of analytical operations in the listening process:

- determining a speaker's purpose/main idea
- formulating questions
- identifying relevant and irrelevant ideas
- distinguishing between fact and opinion
- recognizing the limits of information received
- generalizing/synthesizing
- projecting consequences
- evaluating the effects of a non-print communication

2. **Organize, prepare, and present a spoken presentation clearly and expressively.**

Students need to attain confidence and flexibility in a variety of real life speaking situations. They must have frequent opportunities to

select and use a number of different speaking techniques and a variety of levels of usage. As students prepare to speak, they should consider the type of message, purpose for it, audience being addressed, and situation in which they are speaking.

Criteria for oral presentations include but are not limited to the following:

- pronunciation
- enunciation
- phrasing
- rate
- volume
- voice control (pitch, modulation, inflection)
- poise
- eye contact
- body language/gesture

SUGGESTED APPLICATIONS

Activities could range from an explanation of an event or text in English I and II to a formal debate in English III and IV. Oral presentations may incorporate visual materials (symbols, pictures, outlines, graphs, etc.) to enhance effective use of language.

THINKING SKILLS

In preparation for an oral presentation and in terms of logical thinking, students must be able to formulate a hypothesis and gather and examine evidence to present in a logical, sequential way. In terms of critical thinking, students will generate patterns, discover meaning, understand the differences between fact and opinion, and arrive at a judgment based on specified criteria. Fluent, flexible, and original

thinking will generate ideas for topics and delivery. Elaboration will serve to consolidate ideas into an organized whole.

3. **Collaborate by sharing ideas, examples, and insights productively and respectfully in informal conversation/discussion.**

SUGGESTED APPLICATIONS

Activities include but are not limited to classroom discussions, small group collaborative efforts, and impromptu speaking in all English courses.

THINKING SKILLS

In collaboration, students must be able to recognize the intent of a speaker, examine evidence, and detect faulty reasoning. They must also ask questions to discover meaning, discriminate between fact and opinion, and construe the intent and message of the speaker.

4. **Recognize that reading has many purposes and demonstrate an ability to choose an approach appropriate to the text and purpose by**

   a) **recognizing that reading functions in their lives as a pleasurable activity as well as a means of developing knowledge and insight;**

   b) **learning to approach reading as a search for meaning;**

* Grade 11 High School Proficiency Test (HSPT) Reading Cluster/Skill Correlations.

c) **developing the necessary reading skills, including building an adequate and appropriate vocabulary, to comprehend material appearing in a variety of forms;***

d) **learning to read accurately making valid inferences;* and**

e) **learning to evaluate literature on the basis of personal response and literary quality.**

SUGGESTED APPLICATIONS

Reading as defined in this proficiency must take place in all English courses. Activities include but are not limited to the use of graphic organizers (e.g., story maps) and self-monitoring questions.

THINKING SKILLS

This proficiency focuses on the choices students make in approaching texts. This requires that students concentrate on creating hypotheses, construing and recognizing intent, and predicting outcomes as they examine evidence and test assertions.

5. **Experience and respond to print and non-print media through active engagement with appropriate methods of analysis, interpretation, and evaluation.**

Non-print media include but are not limited to the fine and performing arts, film, television and news broadcasts, programs, and commercials;

* Grade 11 High School Proficiency Test (HSPT) Reading Cluster/Skill Correlations.

billboards and advertisements; and the langauge of symbols in which the visual and/or auditory elements contribute significantly to meaning. A variety of forms (e.g., opera, ballet, film) can be used to express meaning.

SUGGESTED APPLICATIONS

In English I and II, activities might include viewing and discussing a play, a musical performance, a dance, and/or a series of photographs and reproductions of watercolors and oil paintings. In English III and IV, activities might go beyond viewing and discussing to analyzing how the techniques of a particular performance or production fit into a more global artistic context. In experiencing these activities, live or taped, students might also explore values.

THINKING SKILLS

In experiencing and responding to non-print media, students must understand what they see. They must first learn the "language" of the medium so that they can detect and evaluate the elements used to create an overall message or effect. Students need to understand the impact of the visual and auditory on the total experience. As with print media, in using non-print media, students must differentiate between fact and opinion, detect faulty reasoning, and evaluate the intent of the user of the medium. Students must also have opportunities to develop creative expressions and share them with an appropriate audience.

6. **Use research skills to access, interpret, and apply information from a variety of print and non-print sources by**

   a) **gathering information through the effective interpretive use of print and non-print media;**

   b) **comparing information available in print and non-print form while researching a given topic;**

   c) **analyzing the effects of a given medium upon information gathered as part of the research of a given topic, including the particular biases of each source;**

   d) **exploring diverse print, non-print, and technological forms of communication and the means by which these influence people; and**

   e) **applying appropriate research forms for documentation.**

The research skills needed to access print and non-print information do not vary greatly. However, techniques for viewing a film or filmstrip, interacting with video disc technology, or using an electronic data base require different technical skills and require students to employ techniques unique to the media type accessed.

SUGGESTED APPLICATIONS

In English I and II, students could access and compare information. In English III and IV, students could examine many facets of a topic from a variety of sources, such as oral interviews, surveys, and on-line data bases.

THINKING SKILLS

While engaging in research, students utilize logical thinking skills to hypothesize, to determine meaning, to discriminate between fact and opinion, to evaluate the intent of the source, and to apply their understanding to their research presentation.

7. **Compose a variety of written responses for different purposes and audiences by***

a) **using appropriate prewriting strategies;***

Strategies include but are not limited to the following:

- outlining
- free writing
- clustering/mapping/webbing
- brainstorming
- graphic organizing
- listing
- journal writing
- reading
- listening
- speaking
- acting
- viewing
- observing

b) **using a variety of modes of discourse;***

These modes can be narrative, descriptive, expository, and persuasive/argumentative, as well as expressive, transactional, and poetic.

c) **selecting an appropriate mode for a given writing situation;***

d) **selecting an approach appropriate for the written message to be communicated;***

* Grade 11 High School Proficiency Test (HSPT) Reading Cluster/Skill Correlations.

Approaches include but are not limited to the following:

- cause-effect
- problem-solution
- comparison-contrast
- definition
- order of importance
- spatial

e) **identifying and addressing appropriately a variety of audiences;***

Audiences include but are not limited to the following:

- self
- friends
- peers
- family
- school community
- larger society

f) **writing for a variety of purposes;***

Writing purposes include but are not limited to the following:

- to entertain
- to inform
- to instruct
- to persuade
- to learn
- to explore
- to discover
- to reflect
- to address opposing points of view*
- to think
- to express
- to create
- to analyze
- to organize
- to share-offer*
- to propose*
- to relate*
- to express a point of view*
- to speculate*

g) **using an appropriate form for a writing situation;***

Writing forms include but are not limited to the following:

- essay
- letter (business and friendly)
- short story
- poem
- dialogue
- diary/journal
- notes/learning log
- memorandum
- research paper
- summary
- speech
- report

* Grade 11 High School Proficiency Test (HSPT) Writing Cluster/Skill Correlations.

h) revising one's own and another's written text for content and organization;*

i) editing one's own and another's written text for grammar, usage, syntax, and mechanics that demonstrate standard English, as appropriate.*

j) producing a written product that effectively communicates the writer's intent;*

k) developing and enhancing vocabulary through writing;*

l) developing essential strategies for increasing vocabulary; and

m) recognizing the effects of word meanings on perception and behavior.*

Examples include but are not limited to the following:

- identifying, categorizing, and using abstract and concrete words
- categorizing words from concrete to abstract
- defining words according to similarities and differences
- using connotative meanings of words
- recognizing the range of historical and current meanings of words

SUGGESTED APPLICATIONS

In all English courses, students will progress from writing for a limited audience, given helpful direction, to self-directed, independently guided writing for a universal audience.

* Grade 11 High School Proficiency Test (HSPT) Writing Cluster/Skill Correlations.

THINKING SKILLS

Depending on audience and purpose, students will use any or all of the logical, critical, and creative thinking skills as they engage in the writing process with the intention of producing a polished written product. Students can also use writing as an effective tool for expressing their examination and exploration of values, standards, and personal goals.

8. **Use a variety of technologies as a tool for learning.**

It is important for all students to investigate the use of diverse technological devices, such as

word processing software	audiotaping equipment
videotaping equipment	computer programs

THINKING SKILLS

The thinking skills of this proficiency center on students' ability to use the process of thinking in order to explore emerging technology. Students must identify logical relationships between and among technological media and subject matter, and must construct and reconstruct patterns from these. Central to this, students must ask questions relating to the uses of the new technology and must make judgments based on specific criteria. Students will demonstrate their creativity as they apply these skills to access material from locally

available sources and may explore technologies far beyond the boundaries of the school building.

9. **Use their language arts skills for decision making*, negotiating, and problem solving.***

SUGGESTED APPLICATIONS

In English I and II, students may be asked to work through the process of researching, writing, and presenting a panel report on controversial issues. In English III and IV, students will be confronted with decision-making tasks that are vital to their future.

THINKING SKILLS

The capacity to solve problems both rationally and intuitively is a means to cope successfully within the school as well as in the larger community. Students must use all of the skills associated with logical and critical thinking as they continuously examine evidence, evaluate rationales and intent, ask appropriate questions, and make judgments. The creative thinking skills are no less important because students must be able to generate unique responses to new and emerging problems. Students must also explore conflicting values.

* Grade 11 High School Proficiency Test (HSPT) Writing Cluster/Skill Correlations.

10. **Develop a better understanding of themselves, of others, and of the world through language and literature.**

SUGGESTED APPLICATIONS

Students may

- demonstrate an appreciation for the rhythm and beauty of language as a reflection of the rhythm and beauty of the world.

- recognize that literary characters can be based on real people and events or on the author's life experience.

- understand how a text works as both a mirror to themselves and a window to the world, past, present, and future. In coming to this understanding, students will learn to respect and appreciate differences.

THINKING SKILLS

Students use language to construct their view of the world. They develop a sense of what is real, what is fanciful; of what is said, what is intended; of what derives from thought, what from desire; of what masks as simplicity, what as subtlety. Students learn to apply these developing sensitivities to interpret, to create, to explore, and to expand their existing realms of consciousness.

11. **Read and respond to a broad range of literature by***

a) **recognizing various types of literature;**

Examples include but are not limited to the following:

- narrative fiction (short story, novel, young adult literature)*
- narrative (ballad) and lyric poetry (sonnet, elegy)
- drama
- nonfiction (essays and articles)*
- mythology

b) **recognizing elements of literature;**

- **plot***
- **characterization***
- **setting***
- **theme***
- **point of view**
- **style**
- **mood**
- **tone**
- **figurative language***

c) **developing and enhancing vocabulary through literature;***

d) **developing essential strategies for increasing and enriching vocabulary;**

e) **recognizing the effects of word meanings on perception and behavior;***

Examples include but are not limited to the following:

- identifying, categorizing, and using abstract and concrete words
- categorizing words from concrete to abstract
- defining words according to similarities and differences

* Grade 11 High School Proficiency Test (HSPT) Reading Cluster/Skill Correlations.

- using connotative meanings of words
- recognizing the range of historical and current meanings of words

f) **gaining literal information and making inferences from literature;***

Examples include but are not limited to the following:

- details*
- main ideas*
- sequence*
- comparison/contrast*
- cause/effect relationships*
- character traits*
- meaning of literary language (e.g., figures of speech, symbols)*

g) **reading and responding to literature critically;***

Examples include

- drawing conclusions*
- making judgments of reality or fantasy
- differentiating between fact or opinion, worth and acceptability*
- verbalizing an emotional response to a selection
- identifying with characters or incidents
- reacting to the author's use of language*
- detecting bias*

h) **recognizing and responding to the commonality of literary forms throughout literature;**

Forms include but are not limited to the following:

- epics
- folktales
- mythology
- poetry
- novels
- essays
- short stories
- dramas

* Grade 11 High School Proficiency Test (HSPT) Reading Cluster/Skill Correlations.

i) **recognizing recurring themes in literature;***

Examples include but are not limited to the following:

- the individual's relationship to supreme being(s)
- the individual's relationship with society
- the individual's relationship with nature
- the individual's relationship with self
- the individual's relationship with other individuals

j) **reading and recognizing major literary sources and literary movements; and**

Examples include but are not limited to the following:

- American Literature
- British Literature
- World Literature
- Religious sources
- Philosophical sources
- Historical sources

k) **experiencing and responding to the influences of various cultures on thought, language, and literature.**

Examples include but are not limited to the following:

- experiencing and responding to influences of diverse people and their cultures
- experiencing and responding to the relationship between world events and artistic creation
- experiencing and responding to the social and historical literary works of people separated by time and place

SUGGESTED APPLICATIONS

All students should understand how literary devices and elements, vocabulary, etc., combine to add aesthetic value and subjective meaning to the overall theme of a work. English I and II might include the

identification and interpretation of simpler devices (e.g., alliteration, foreshadowing, flashback) in a work of fiction. In English III and IV, students might identify and interpret more complex devices (e.g., irony, metaphor, symbolism).

THINKING SKILLS

As students unlock meaning in text, which may be explicit or implicit, they must consciously identify and explain the relationship between the device and the text. With experience through the grades, students will recognize and understand that the patterns, themes, vocabulary, and literary devices add layers of meaning to the text. Students will then be able to evaluate more fully the intent and message of the author.

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NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF GENERAL ACADEMIC EDUCATION

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